

Washington Street Elementary

325 Washington Street
Hartsville, South Carolina 29550

Grades	1-3 Elementary School	
Enrollment	443 Students	
Principal	Valerie M. Sawyer	843-857-3345
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Mr. Warren Jeffords	843-326-5970

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	15	61	35	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Good	N/A
2003	Average	Below Average	No
2004	Good	Excellent	Yes
2005	Average	Unsatisfactory	Yes

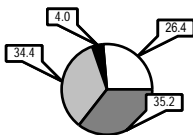
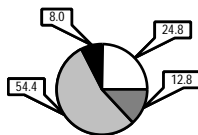
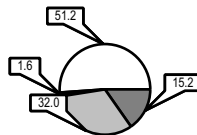
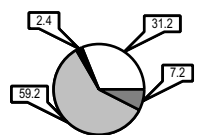
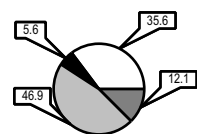
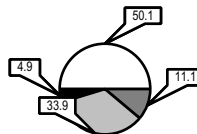
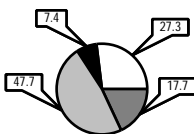
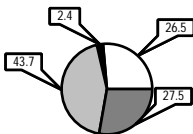
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	148	96.0	28.8	35.3	32.4	3.6	41.7	Yes	Yes
Gender									
Male	87	97.7	34.1	34.1	29.3	2.4	35.4		
Female	61	93.4	21.1	36.8	36.8	5.3	50.9		
Racial/Ethnic Group									
White	44	93.2	27.5	20.0	45.0	7.5	55.0	Yes	Yes
African American	102	97.1	29.9	42.3	26.8	1.0	35.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	114	95.6	17.6	38.9	39.8	3.7	51.9		
Disabled	34	97.1	67.7	22.6	6.5	3.2	6.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	148	96.0	28.8	35.3	32.4	3.6	41.7		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	147	95.9	29.0	35.5	31.9	3.6	41.3		
Socio-Economic Status									
Subsidized meals	110	95.5	30.4	37.3	29.4	2.9	38.2	Yes	Yes
Full-pay meals	38	97.4	24.3	29.7	40.5	5.4	51.4		

Mathematics – State Performance Objective = 36.7%									
All Students	148	96.6	24.3	54.3	14.3	7.1	38.6	Yes	Yes
Gender									
Male	87	98.9	18.1	59.0	15.7	7.2	41.0		
Female	61	93.4	33.3	47.4	12.3	7.0	35.1		
Racial/Ethnic Group									
White	44	95.5	12.2	51.2	19.5	17.1	51.2	Yes	Yes
African American	102	97.1	29.9	56.7	11.3	2.1	32.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	114	95.6	16.7	60.2	14.8	8.3	45.4		
Disabled	34	100.0	50.0	34.4	12.5	3.1	15.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	148	96.6	24.3	54.3	14.3	7.1	38.6		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	147	96.6	24.5	54.7	14.4	6.5	38.1		
Socio-Economic Status									
Subsidized meals	110	96.4	28.2	52.4	13.6	5.8	34.0	Yes	Yes
Full-pay meals	38	97.4	13.5	59.5	16.2	10.8	51.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	148	96.6	51.4	32.1	14.3	2.1	16.4
Gender							
Male	87	98.9	49.4	32.5	15.7	2.4	18.1
Female	61	93.4	54.4	31.6	12.3	1.8	14.0
Racial/Ethnic Group							
White	44	95.5	39.0	26.8	29.3	4.9	34.1
African American	102	97.1	57.7	33.0	8.2	1.0	9.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	114	95.6	45.4	36.1	17.6	0.9	18.5
Disabled	34	100.0	71.9	18.8	3.1	6.3	9.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	148	96.6	51.4	32.1	14.3	2.1	16.4
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	147	96.6	51.8	31.7	14.4	2.2	16.5
Socio-Economic Status							
Subsidized meals	110	96.4	54.4	34.0	9.7	1.9	11.7
Full-pay meals	38	97.4	43.2	27.0	27.0	2.7	29.7

Social Studies							
All Students	148	96.0	29.5	57.6	7.2	5.8	12.9
Gender							
Male	87	97.7	31.7	56.1	4.9	7.3	12.2
Female	61	93.4	26.3	59.6	10.5	3.5	14.0
Racial/Ethnic Group							
White	44	95.5	22.0	61.0	7.3	9.8	17.1
African American	102	96.1	33.3	55.2	7.3	4.2	11.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	114	94.7	23.4	66.4	7.5	2.8	10.3
Disabled	34	100.0	50.0	28.1	6.3	15.6	21.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	148	96.0	29.5	57.6	7.2	5.8	12.9
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	147	95.9	29.7	57.2	7.2	5.8	13.0
Socio-Economic Status							
Subsidized meals	110	95.5	30.4	57.8	6.9	4.9	11.8
Full-pay meals	38	97.4	27.0	56.8	8.1	8.1	16.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	143	100.0	25.0	37.1	35.7	2.1	37.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	148	96.0	25.6	35.5	34.7	4.1	38.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	143	100.0	22.9	46.4	21.4	9.3	30.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	148	96.6	24.6	55.7	13.1	6.6	19.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	148	96.6	51.6	32.0	14.8	1.6	16.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	148	96.0	30.6	60.3	6.6	2.5	9.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 443)				
First graders who attended full-day kindergarten	95.4%	Up from 93.8%	100.0%	100.0%
Retention rate	6.0%	Up from 3.6%	3.6%	3.0%
Attendance rate	96.7%	Down from 96.9%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.5%	3.2%
Eligible for gifted and talented	0.7%	Down from 4.1%	8.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.2%	Up from 12.7%	8.5%	8.2%
Older than usual for grade	1.8%	Up from 0.9%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	48.6%	Up from 44.1%	48.6%	52.6%
Continuing contract teachers	88.6%	Down from 97.1%	83.3%	83.3%
Highly qualified teachers	96.9%	Down from 100.0%	94.0%	93.5%
Teachers with emergency or provisional certificates	9.4%	Up from 3.1%	0.0%	0.0%
Teachers returning from previous year	87.0%	Up from 85.5%	86.1%	87.0%
Teacher attendance rate	96.4%	Down from 96.6%	94.9%	95.0%
Average teacher salary	\$40,673	Up 5.7%	\$41,111	\$41,703
Prof. development days/teacher	10.3 days	Down from 12.4 days	13.1 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 18.8 to 1	18.1 to 1	18.8 to 1
Prime instructional time	90.8%	Down from 91.3%	89.7%	89.8%
Dollars spent per pupil*	\$7,085	Up 7.3%	\$6,579	\$6,242
Percent of expenditures for teacher salaries*	63.0%	Down from 64.9%	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	97.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Washington Street Elementary School, a Title I school, and a Palmetto Gold Award Winner, continued to make marked improvements in student achievement and success during the 2004-2005 school year. New advances in instruction of English/language arts and math contributed to a renewed enthusiasm for learning and the mastery of standards in all subject areas.

With the full implementation of the Reading First grant, our teachers and students were challenged with making positive achievements utilizing a new method of instruction for English/ language arts. Using best practices in instruction and assessment, our teachers were able to assist all of our students in improving their acquisition of English/language arts skills and standards. Also, through the Reading First grant, the teacher resource room continued to develop, with many more materials added for teacher and student use.

Math, science, and social studies instruction also improved as teachers were provided with training to enhance teaching and best practice strategies in these subject areas. Students were also provided with increased hands-on instruction in these subjects in order to improve their mastery of grade-level standards.

Parental and community involvement continued to be a priority, as we emphasized the importance of the support of family and community in the education of our students. A variety of initiatives and programs were sponsored in order to increase parental and community involvement such as honors and awards programs, family reading and math nights, book fairs, PTO nights, school dances, technology workshops, and parent resource materials on a variety of subjects pertaining to student success.

At Washington Street Elementary, we remain committed to high standards and excellence in student achievement, which is reflected in our motto, "We Just Can't Hide that Roadrunner Pride!"

Valerie Sawyer, Principal

Jada Gore, Chairwoman, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	94	42
Percent satisfied with learning environment	97.0%	91.8%	88.1%
Percent satisfied with social and physical environment	84.4%	80.0%	85.4%
Percent satisfied with school-home relations	78.8%	94.3%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.